DOCUMENT RESUME

ED 236 107 SO 015 154

TITLE	Standards of Learning Objectives for Virginia Public Schools. Social Studies.
INSTITUTION	Virginia State Dept. of Education, Richmond.
PUB DATE	Jan 83
NOTE	43p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Civics; Cultural Awareness; Curriculum Design; Curriculum Development; Economics; *Educational Objectives; Elementary Secondary Education; Fundamental Concepts; Geography; History; Locational Skills (Social Studies); Skill Development; *Social Studies; State Curriculum Guides; United States Government (Course)
IDENTIFIERS	*Virginia

ABSTRACT

The standards of learning objectives for social studies are presented as a framework for curriculum planning and instruction. Program foci and objectives are described for each instructional level from kindergarten through grade 12. Objectives reflect the concern for developing concepts, attitudes, and skills in geography, history, culture, social relationships, government and economic processes, and citizenship. An appendix outlines 5 major categories of social studies skills fundamental to the curriculum goals. (LP)

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Standards of Learning Objectives

for Virginia Public Schools

Commonwealth of Virginia
Department of Education
Richmond, Va. 23216

January 1983

SOCIAL STUDIES

SO 015 154

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

I would like to introduce you to the Standards of Learning Program. The program establishes a framework for instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment.

The basis for the Standards of Learning Program is an objective adopted by the Board of Education in June 1981. The objective reads as follows:

> Basic skills and knowledge to be expected of students at each developmental level will be identified and published for kindergarten through grade 12. Objectives for language arts and mathematics will be completed by September 1982 and objectives for other subject areas and vocational education will be completed by September 1984 for grades K-12. Assessment instruments for use in teaching and remediation will be made available to those school divisions which do not have such instruments of their own.

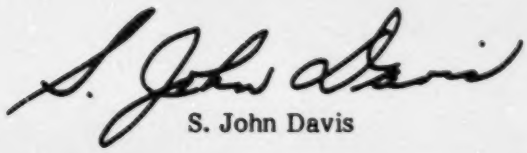
In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this understanding, all of us will be able to work together to help students achieve the objectives.

Standards of Learning Objectives in Language Arts, Mathematics, Social Studies, Science and Health have been developed over a two-year period with the aid of thousands of teachers, supervisors, administrators, teacher educators, and representatives of professional organizations and lay groups. I express sincere appreciation to the many individuals throughout the state who assisted in writing, reviewing and refining the objectives.

The Standards of Learning Program is designed to identify what students are expected to accomplish, to provide a method for determining what has been learned, and encourage teachers to give additional instruction when needed. It is not intended to reduce the total school program to a single list of objectives or to replace the curriculum that a school division already may have developed for its students. The staff in school divisions which already have such programs will need to examine them to ensure that the Standards of Learning Objectives are included.

During the 1982-83 school year, department personnel will work with you to help you become familiar with the objectives and how they may be used for planning instruction. It is anticipated that the Social Studies, Science and Health objectives will be used beginning in the fall of 1983.

I am excited about the program and am confident that it will be a success if we continue to work together.



S. John Davis

SUMMER WORKSHOP PARTICIPANTS

Social Studies

1981, 1982

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Introduction

The Standards of Learning Objectives for social studies emerged from a statewide effort to identify a scope and sequence of content, concepts, skills, and attitudes in social studies from kindergarten through grade twelve. Social studies goals derived from this study included the following:

- To provide experiences which would enable students to participate in society effectively and responsibly;
- To assist students in understanding basic democratic ideals and values of our society which would affect decision-making in public and private life;
- To provide a framework of knowledge and skills to assist students in undertstanding self and the complexities of society and as a basic for continuous learning in history and the social sciences;
- To assist students in acquiring concepts and problem-solving skills in order to foster rational solutions to problems encountered in everyday life.

The Standards of Learning Objectives were designed to help assure that these broad goals would be achieved in the schools of the Commonwealth.

The program description for each grade level represents the major emphases of the program and thus is more comprehensive than the objectives listed in the Standards of Learning Program. Paralleling Learner Objectives with current events or contemporary societal issues is an integral part of the program at each grade level. Learner Objectives included at each level represent a framework or foundation for instruction which is believed necessary for further education and employment.

The Standards of Learning Objectives in social studies are designed to:

.. Provide flexibility in planning and instruction

.. Provide a scope and sequence of knowledge and skills in social studies

.. Avoid repetition of content at different grade levels

.. Define the foundation upon which a sound curriculum may be built

.. Deal with results of instruction rather than methods of instruction

.. Utilize strengths of local curriculum

.. Provide continuity of instruction

.. Serve as a check for the teacher in providing instruction and assisting in evaluating student programs.

Major content strands in the Standards of Learning Objectives which permeate the objectives kindergarten through grade twelve may be grouped into three major categories.

1. Knowledge

   ..History and culture of the Nation and World

   ..Physical and Cultural Geography

   ..Theories, Systems, and Processes of Government and Economics

2. Skills

   ..Map and Globe

   ..Time/Date

   ..Chart/Graph-Picture/Cartoon

   ..Study, Group/Inquiry

3. Democratic Beliefs

   ..Justice

   ..Freedom

   ..Equality

..Diversity

..Rights

..Responsibility

It is hoped that the Standards of Learning Objectives in social studies will establish a foundation for coordinating and systematically planning of instructional practices so as to better serve students and teachers.

Social Studies
Standards of Learning Objectives

KINDERGARTEN
(Self, Family, and the School)

Program Description:

Home and school experiences provide the background for children as they learn about different family patterns, families as providers of basic needs, the roles played by various family members and school employees, and the relationship of the student to these individuals and groups. The program assists in building positive self-concepts in children, human relations skills in working with others, and adjustment to classroom and school procedures and rules. Manipulative activities, resource persons, and relevant field trips help provide experiences for personal growth as a foundation for further social studies knowledge, skill, and attitude development. Comparisons to other countries and cultures may be made where appropriate to student and local needs.

Objectives:

K.1 **The student will recognize self as a unique individual.**
Descriptive Statement: The focus will be on naming, locating, and identifying functions of basic body parts (eyes, ears, nose, mouth, arms, hands, fingers, legs, toes, feet, head) and on such information as full name, sex, birthday, physical characteristics (hair color, eye color, etc.) and community name.

K.2 **The student will identify and describe personal feelings.**
Descriptive Statement: The focus will be on feelings of happiness, surprise, sadness, anger, fear. Students will recognize and show respect for these feelings in others and will be encouraged to associate these feelings with possible causes.

K.3 **The student will assume classroom responsibilities.**
Descriptive Statement: The focus will be on taking care of property, getting along with others, doing assigned tasks, and participating in group activities.

K.4 **The student will demonstrate an understanding of the rules to be followed in the school, on the playground, and to and from school.**
Descriptive Statement: The focus will be on understanding the need for and practicing specific rules, such as those related to bus safety.

K.5 **The student will recognize that there are different family structures.**
Descriptive Statement: The focus will be on recognizing that different family organizational structures (such as single parent, nuclear family, and extended family) can fulfill the same basic emotional and physical needs of children.

K.6 **The student will identify examples of the basic physical needs of people as being food, clothing, and shelter, and recognize that they are essential to life.**
Descriptive Statement: The focus will be on examining different types of food, clothing, and shelter that people use to meet these needs.

K.7 **The student will use simple charts and graphs.**
Descriptive Statement: The focus will be on calendars, weather charts, learning center charts, and helper charts.

K.8 **The student will demonstrate an understanding of terms that give direction, location, and distance.**
Descriptive Statement: The focus wil be on terms such as up/down, near/far, and behind/next to.

K.9 **The student will identify the adults in school by the jobs they perform.**
Descriptive Statement: The focus will be on understanding the roles performed by various adults such as principals, teachers, librarians, secretaries, and custodial staff.

Social Studies
Standards of Learning Objective

FIRST GRADE
(Family and School)

Program Description:

The child's experiences in the family and the school provide a foundation for developing further understanding about family and school life. Getting to know the school's physical plant and grounds and the school's personnel and their specialized jobs are emphasized. Safety at school, home, and neighborhood also is stressed. A major focus at this level includes different family patterns in our society and the varying roles of family members. Emphasis also includes the working life of the family and the importance of recreation to the family unit. Resource persons, role-playing, and short field experiences assist in understanding how community helpers provide the family and neighborhood with basic needs. Building positive student self-concepts and skills of working together are also stressed. Concrete experiences continue to serve as a foundation for later skill-building and concept development. Comparisons to other countries and cultures may be made where appropriate to student and local needs.

Objectives:

1.1 **The student will identify the physical and social needs of a family.**
Descriptive Statement: Needs such as loving, caring, sharing, and respecting will be included along with physical needs of food, clothing, and shelter.

1.2 **The student will identify roles people have in family and school.**
Descriptive Statement: This will include responsibilities people have in each setting and ways people help each other. Career awareness may be included with this objective. (Understanding roles includes respect for and acceptance of individual differences.)

1.3 **The student will compare and contrast family lifestyles of different cultures.**
Descriptive Statement: The focus will be on an awareness of likeness and differences among cultures.

1.4 **The student will identify the need for rules in home and school.**
Descriptive Statement: Focus will be on involving the students in the development of rules that show consideration for others and ensure the safety and protection of the individual. Responsibility for following these rules will be emphasized.

1.5 **The student will tell how climate and surroundings affect the way people dress and live.**
Descriptive Statement: Emphasis will be on observation and comparison of how local housing, dress, recreation, and transportation are influenced by climate and geography.

1.6 **The student will identify days of the week, seasons, holidays, and use related time concepts.**
Descriptive Statement: Focus will be on use of the terms yesterday, today, tomorrow, week, and month. Emphasis also should include observation of seasonal changes and identification of major holidays.

1.7 **The student will recite personal biographical data.**
Descriptive Statement: Emphasis will be on reciting full name, address (city, town, county, and state), and birthdate (month, day, and year).

1.8 **The student will recognize that money and other forms of economic exchange maybe used to get goods and services that people need and want.**
Descriptive Statement: This will include correct use of the following terms: old, new, buy, sell, and trade. The role of money in this exchange should be emphasized.

1.9 **The student will identify national symbols such as the flag and the Pledge of Allegiance.**
Descriptive Statement: Emphasis will be on developing a sense of citizenship.

1.10 **The student will interpret simple maps of classroom and school.**
Descriptive Statement: Emphasis will be on recognition of spatial relationships (distance and location), basic directions (N., S., E., W.,), and simple map symbols.

1.11 **The student will recognize features on a simple globe.**
Descriptive Statement: Emphasis will be on identifying land and water formations, size, shape, and color differences.

Social Studies
Standards of Learning Objectives

SECOND GRADE
(Neighborhood and Community)

Program Description:

Interdependence of people and groups is a continuing theme as the content expands from family, school, and neighborhood to the larger community. A study of life in the neighborhood is introduced through the people who provide the following for the student: protection (fire, police), health (doctor, nurse), food (supermarket personnel, sources of food products), communication (postmen and postal system, telephone personnel), transportation (bus, car, or others), service industries (laundry, shoe repair, or others). In connection with the study of the neighborhood, children will continue development of geographic concepts such as size, shape, distance, directions, physical features, and simple pictorial symbols to aid in building or acquiring map and globe skills. Comparisons to other countries and cultures should be made where appropriate for student and local needs. An examination of the community habitat should help show how the physical environment affects the total community. Human relations skills continue to be emphasized.

Objectives:

2.1 **The student will help make classroom rules.**
Descriptive Statement: The focus will be on active participation by all students in the rule-making process, identifying problems, suggesting solutions, and working together.

2.2 **The student will tell how and why rules protect rights and property.**
Descriptive Statement: Emphasis will be on the importance of accepting responsibility for one's actions toward self and others.

2.3 **The student will recite or write the names associated with individual place location.**
Descriptive Statement: The focus will be on city/town/county, state, and country.

2.4 **The student will identify and explain landmarks and other historical and geographical features in the neighborhood.**
Descriptive Statement: The focus will be on ways which help students identify these places and ways which help them explain why these features are important.

2.5 **The student will examine likenesses and differences between communities and make simple generalizations about communities being studied.**
Descriptive Statement: The focus will be on the unique physical and cultural aspects of communities and neighborhoods, on contributions of individuals and groups within these communities, and on oral expression which correctly states generalizations about communities being studied.

2.6 **The student will use and draw simple maps.**
Descriptive Statement: Student maps will include cardinal directions (N., S., E., W.), map symbols and legends. Relative distance from one point to another using such terms as farther, closer, and near and far will be included.

2.7 **The student will describe how people depend on each other for goods and services.**
Descriptive Statement: The focus will be on community facilities and businesses that provide goods and services and the roles of people.

2.8 **The student will identify natural resources of their locality and state their importance.**
Descriptive Statement: The focus will be on ways life-sustaining resources, such as water, soil, and energy sources are involved in our lives.

2.9 **The student will identify the different ways people communicate.**
Descriptive Statement: The focus will be on different means through which people communicate (talking, telephone, mail, radio, television, etc.)

2.10 **The student will identify different means of transportation.**
Descriptive Statement: The focus will be on types of transportation (airplanes, boats, buses, cars, trains, etc.) that serve the community.

2.11 **The student will use the media to gather information about current events.**
Descriptive Statement: The focus will be on the use of television, radio, newspapers, and magazines to provide information for oral reports.

2.12 **The student will locate the United States and the State of Virginia on a map and globe.**
Descriptive Statement: Emphasis will be placed upon expanding the student's concept of place from a local to a national perspective.

2.13 **The student will identify local, state, and national symbols, patriotic songs, and the Pledge of Allegiance.**
Descriptive Statement: The focus will be on identifying state and national flags, patriotic holidays, and symbols such as flag colors, eagle, state bird, and state flower.

2.14 **The student will gather and interpret information from simple pictures, charts, and graphs.**
Descriptive Statement: Materials used will focus on the neighborhood and community.

Social Studies
Standards of Learning Objectives

THIRD GRADE
(Our Community and Other Communities)

Program Description:

An indepth study of the local community in which the children live is the major content focus. Primary studies are centered on community services, community institutions, occupations, and technology that enable the community to exist. From this study emphasis is given to building citizenship through respect for one's self and others, making group decisions, and understanding patriotism. People and groups within the local communities and the world are studied to bring about an understanding of the interdependence of people in the world and respect for various cultures. Map and globe skills will be used to recognize the shape of Virginia, the United States, and other global features. Charts, graphs, and other resource materials also will be used to compile and interpret information.

Objectives:

3.1 **The student will demonstrate courtesy in social interactions.**
Descriptive Statement: Emphasis will be on respecting opinions, listening while others speak, and waiting turns.

3.2 **The student will listen to, observe, and follow instructions.**
Descriptive Statement: Focus will be on oral and written instructions in various media.

3.3 **The student will actively participate in the decision-making process by identifying problems and suggesting possible solutions.**
Descriptive Statement: Emphasis will be on group decision-making process beginning with finding solutions to their own group problems and applying those strategies to solving community problems.

3.4 **The student will understand the meaning and significance of the Pledge of Allegiance and other patriotic symbols.**
Descriptive Statement: The focus will be on interpreting the Pledge of Allegiance and recognition of the significance of patriotic songs and symbols such as the flag, Uncle Sam, and the eagle.

3.5 **The student will identify environmental features in the local community.**
Descriptive Statement: Emphasis will be on physical features, climate, and natural resources.

3.6 **The student will draw a simple map of the neighborhood and community with legend and directional symbol.**
Descriptive Statement: Student's map will include a limited number of establishments such as churches, schools, and businesses. Major distances should be drawn to approximate scale.

3.7 **The student will compare and contrast surrounding communities.**
Descriptive Statement: Emphasis will be on likenesses and differences of lifestyles and physical characteristics of rural, urban, and suburban communities. Characteristics of counties, towns, and cities will be discussed.

3.8 **The student will recognize changes in environment and describe ways people adapt to change.**
Descriptive Statment: The focus will be on how people in communities adjust to problems of redevelopment and relocation, i.e., rural to suburban, suburban to urban, single family homes to apartments, etc.

3.9 **The student will recognize interdependence of people and groups.**
Descriptive Statement: Emphasis will be placed on transportation, communication, community services, community institutions, occupations, technology, and the roles they play in an interdependent world.

3.10 **The student will compare customs and habits of different ethnic groups in the United States, and groups in other parts of the world.**
Descriptive Statement: Focus is on food, dress, money, and culture.

3.11 **The student will recognize the shape of the United States and Virginia and that most other states have distinctive shapes.**
Descriptive Statement: Students are not expected to recognize the shape of all states. For purposes of comparison, the shape of states which adjoin Virginia should be examined.

3.12 **The student will recognize and define global features.**
Descriptive Statement: Features will include continents, oceans, islands, equator, and poles.

3.13 **The student will use the calendar to identify the months in the year and seasonal celebrations.**
Descriptive Statement: Attention will be placed on the sequence and spelling of the months. A discussion of the four seasons with their attendant holidays could also be included.

3.14 **The student will interpret and make simple charts, graphs, and scales.**
Descriptive Statement: This includes using community data to make bar graphs, charts, and drawing simple maps to scale.

3.15 **The student will use resource materials to compile information for reports.**
Descriptive Statement: This information could be presented in oral and written reports with illustrations. Emphasis here is on selection of materials and proficiency in locating information.

Social Studies
Standards of Learning Objectives

FOURTH GRADE
(Virginia Studies)

Program Description:

The content focuses upon an interdisciplinary approach to Virginia studies including history, geography and environment, resources, culture, and the arts. The time focus is 17th, 18th, and early 19th centuries. Appropriate comparisons are made to other states or regions of the United States in terms of physical features, economic development, and culture. Systematic attention to map and globe, chart and graph, human relations skills, and reasoning skills is provided. The use of case studies for studying personalities, events, and institutions is recommended.

Objectives:

4.1 **The student will make and interpret simple maps and demonstrate proficiency in using a globe.**
Descriptive Statement: Emphasis will be placed on finding directions, using a scale to measure distances on maps and globes and using a legend to find information, e.g., county seats, topography, and historical sites.

4.2 **The student will locate and identify land and water forms on maps and globes.**
Descriptive Statement: Emphasis will be on the seven continents, major countries, water ways, mountains, and other geographic features.

4.3 **The student will identify and locate Virginia, its bordering states, and its major land and water features on a United States map.**
Descriptive Statement: This will include land and water features of both the state and the student's locality.

4.4 **The student will identify state symbols and their meanings.**
Descriptive Statement: Emphasis will be on the flag, seal, bird, and flower.

4.5 **The student will identify reasons why the Virginia colony was settled and give reasons for its hardships and successes.**
Descriptive Statement: Emphasis will be on factors such as planning, search for riches, search for adventure, presence or absence of women, children, minorities, leadership, and Indian relations in the growth of Virginia and other colonies.

4.6 **The student will identify and locate Virginia's natural resources, major crops, products, and industries and determine their role in the agricultural and industrial growth of the state.**
Descriptive Statement: Emphasis will be on the location and variety of crops, products, industries, etc., and how they have influenced Virginia's growth.

4.7 **The student will identify the imports and exports of early Virginia that were important to the growth of Virginia.**
Descriptive Statement: Focus will be on import and export of products during Virginia's early growth and development.

4.8 **The student will identify and locate the various cultural groups that contributed to Virginia's heritage.**
Descriptive Statement: Emphasis will focus on why certain groups came, where they settled, and what their contributions were, e.g., Germans, Scotch-Irish, English, Africans, French, and other ethnic groups.

4.9 **The student will compare and contrast regional customs and lifestyles in early Virginia.**
Descriptive Statement: Focus will be on work/roles, entertainment, and education in Virginia's Colonial, Revolutionary, and pre-Civil War eras in the Tidewater, Piedmont, and Mountain-Valley Regions.

4.10 **The student will describe how selected individuals made outstanding contributions to Virginia's history.**
Descriptive Statement: These individuals will include government leaders, military leaders, women, minorities, and Native Americans.

4.11 **The student will describe the culture and contributions of Native Americans and their contributions to European settlers.**
Descriptive Statement: This will include those groups of Native Americans who lived in Virginia's three regions and especially those in the Tidewater Region whose culture has been documented.

4.12 **The student will describe the process by which a government was established in 17th century Virginia.**
Descriptive Statement: Focus will be on the characteristics of Virginia's early government and its individual leaders.

4.13 **The student will research and list the events that led Virginia to participate in the Revolution and identify those Revolutionary leaders who were Virginians.**
Descriptive Statement: Emphasis will be on economic and governmental rights of the colonists, e.g., taxation, land acquisition, suffrage, and representation.

4.14 **The student will identify chronologically the major events in Virginia history from 1607-1850.**
Descriptive Statement: Focus will be placed on developing an awareness and understanding of the sequence of those major events that shaped the future growth and development of Virginia, e.g., arrival of first settlers, blacks, women, and development of local leadership and technological advances that led to economic and social change.

Social Studies
Standards of Learning Objectives

FIFTH GRADE
(United States)

Program Description:

Expanding from the study of Virginia at previous grades, the content centers around American studies with an emphasis on history and elements of geography, government, and economics. Basic concepts of American law and democracy and our economic system are introduced and/or reinforced. Ways of living in different periods of history are compared. Reasoning skills, concept development, chart and graph, political cartoon interpretation, and map and globe skills are further developed and strengthened. The development of the American cultures should be examined using case studies of personalities, events, and institutions. A brief look at the history and geography of our neighboring countries in North America and selected Latin American countries will enable the student to note similarities and differences in lifestyles. Since grade seven will focus on contemporary United States studies, the focus at this grade should be the 17th century to the 19th century.

Objectives:

5.1 **The student will interpret maps, charts, graphs, and political cartoons.**
Descriptive Statement: The emphasis will be on the introduction of longitude and latitude; the use of legend, scale, and elevation; and the use of timelines, bar, line, and circle graphs, and chart construction.

5.2 **The student will identify major individuals and groups that immigrated to the United States, their purposes in coming, their contributions, and the areas where they settled.**
Descriptive Statement: The emphasis will be on the significance of the role that customs and culture played in developing particular areas of the United States and recognizing the leadership of certain individuals within these groups.

5.3 **The student will identify major periods and events in the history of the United States and state the roles played by key individuals.**
Descriptive Statement: The emphasis will be on the periods and events including the exploration and development of the colonies, the American Revolution, the westward movement, the Industrial Revolution, the Civil War, and the establishment of our government.

5.4 **The student will describe major features of the United States landscape.**
Descriptive Statement: The emphasis will be on features such as mountains, rivers, valleys, deserts, and plains.

5.5 **The student will identify the important ideals expressed in the Declaration of Independence, the Constitution of the United States, the Virginia Declaration of Rights, and the Virginia Statute of Religious Freedom.**
Descriptive Statement: The emphasis will be on identifying the reasons for writing these documents and how these documents have influenced our lives today.

5.6 **The student will describe the basic activities of the three branches of the federal government.**
Descriptive Statement: The emphasis will be on understanding the responsibilities of the executive, legislative, and judicial branches and how they function in a democratic government.

5.7 **The student will describe the effects of environment on the development and expansion of colonies in America.**
Descriptive Statement: The emphasis will be on the ways the natural resources and the environment affect the people, their lifestyles, and their economic growth.

5.8 **The student will describe the effects of technology on the development of America society.**
Descriptive Statement: The emphasis will be on identifying the effects of particular inventions, discoveries, and processes on our society and how they led to the development of the American way of life.

5.9 **The student will identify and explain the meaning of national symbols.**
Descriptive Statement: The emphasis is on the origin and meaning of such symbols as the flag and Uncle Sam.

5.10 **The student will identify the major products and industries of the United States during the 17th to 19th century.**
Descriptive Statement: The emphasis will be upon the changes in American farm productivity as the westward movement took place, and how the development of material resources led to the growth of American industries.

5.11 **The student will identify geographic and cultural similarities and differences between the United States, Canada, and selected Latin American countries.**
Descriptive Statement: The emphasis will be on an overview of geography, climate, and resources; ways people make a living; and the culture, customs, and traditions of the people.

5.12 **The student will identify and interpret basic economic principles.**
Descriptive Statement: This will include economic systems and economic terms such as trade, barter, buy, sell, supply/demand, scarcity, etc.

Social Studies
Standards of Learning Objectives

SIXTH GRADE
(World Communities)

Program Description:

The focus is on people and patterns of life; including government, economics, history, beliefs and attitudes, problems, and global interdependence. Systematic instruction continues in map and globe, chart and graph, other symbol interpretation, reasoning skills, and concept development. Students continue to identify and clarify their own strengths, limitations, and beliefs, and to examine the values of family, peer group, and society, and compare and contrast them with those of other cultures. The content at this grade level is expanded upon at grades 9 and 10.

Objectives:

6.1 **The student will identify and describe selected cultures that have affected world history.**
Descriptive Statement: The study of culture includes individuals, mores, folkways, religions, customs, institutions, and technology. Cultures examined will be from the following periods: Early Civilization, Classical Civilization, Medieval World, Renaissance, and Modern World. This study should also encompass a knowledge of geographical regions.

6.2 **The student will identify some environmental and cultural factors that influence the lives of the people within a nation.**
Descriptive Statement: These factors will include geography (landforms, natural resources, climate, etc.), history (religions, politics, etc.), and economics (supply/demand, trade, etc.).

6.3 **The student will identify major changes in a society and determine the causes and effects of these changes.**
Descriptive Statement: These changes will include the following categories: historical (revolutions, elections, etc.), economic (depressions, inflation, etc.), environmental (natural disasters, pollution, etc.), technological (space travel, Industrial Revolution, medical), and sociological (family patterns).

6.4 **The student will cite examples of interdependence within cultures and in the world community.**
Descriptive Statement: Students will move from examples of interdependence within a single culture to examples of interdependence among countries.

6.5 **The student will interpret special purpose maps (weather, population, etc.), charts, diagrams, and political cartoons.**
Descriptive Statement: The emphasis will be on gathering and using the information for comparing, contrasting, and drawing conclusions. The interpretation of maps should include the use of direction, location, and distance skills.

6.6 **The student will identify world problems and suggest possible solutions, and consequences.**
Descriptive Statement: Students will be given a situation in which they must identify a world problem, suggest possible solutions, and predict their consequences before making a final decision.

6.7 **The student will identify and describe important periods and events of world history.**
Descriptive Statement: Emphasis will be placed on the following periods and events: Early civilizations, European explorations, Renaissance, World Wars, space exploration, etc. The use of timelines and B.C./A.D. are encouraged.

6.8 **The student will recognize the historical development of major world economic systems.**
Descriptive Statement: Emphasis will be on physical or cultural factors which influenced the development of world economic systems and how economic systems affect the quality of life.

6.9 **The student will identify the origin and development of democracy as a form of government.**
Descriptive Statement: Emphasis will be on early development of democratic ideals and the influence of these ideals in the evolution of democratic societies. (A study of the Greek states should serve as a foundation for this study.)

Social Studies
Standards of Learning Objectives

SEVENTH GRADE
(United States and Contemporary Virginia)

Program Description:

Expanding on the content of grades four and five, this grade level focuses on life in Virginia and the United States from 1850 to the present. Civil War and Post-Civil War history is combined with geographic, economic, and government content. Students continue to examine values and build skills in the areas of symbol interpretation, reasoning, communication, and other skills. Virginia-related objectives dealt with in the fourth grade program should be reviewed briefly, but need not be repeated at this grade level. The general overview of American history should examine major trends and events in the historical setting in which they occurred. The study of contemporary problems and issues should be initiated with current events and information from different forms of mass media. The use of case studies for examining personalities, events, and institutions is recommended.

Objectives:

7.1 **The student will identify information about persons and events of the United States and Virginia history from pre-Civil War to the present.**
Descriptive Statement: Emphasis is placed on developing a sense of chronology and contributions of individuals. Major trends and events such as American Wars (Civil, World War I, and II), expansion (Westward and immigration of various ethnic and cultural groups) and economic trends (the Great Depression and the New Deal) should be examined.

7.2 **The student will recognize values and ideals in historical documents of Virginia and the United States and show how they influence contemporary life.**
Descriptive Statement: Documents such as the Declaration of Rights, Virginia Statute of Religious Freedom, Declaration of Independence, Constitution of the United States, and the United States Bill of Rights will be examined and their ideas applied to contemporary life in Virginia and the United States.

7.3 **The student will demonstrate the ability to use reference sources.**
Descriptive Statement: Emphasis will continue to be placed on using standard reference sources--atlas, encyclopedia, and almanac. The readers guide should be introduced. Attention will be given to processing and evaluating information for proper use.

7.4 **The student will interpret graphic information.**
Descriptive Statement: Emphasis is placed on acquiring skills in utilizing charts, diagrams, cartoons, graphs, timelines, and globes. Special focus should be placed on interpreting maps by identifying direction and location, measuring and estimating distances, and interpreting map symbols.

7.5 **The student will identify the three levels of government and the jurisdiction of each.**
Descriptive Statement: Emphasis will be placed on national, state, and local government and the powers of each from the Civil War to present day.

7.6 **The students will analyze how rights and responsibilities of American citizenship have been applied from 1860 to the present.**
Descriptive Statement: Emphasis will be placed on examining the growth of individual freedom including: freedom for slaves, segregation, civil rights and women's movements, integration, and immigration of various cultural groups into the United States and Virginia.

7.7 **The student will analyze mass media.**
Descriptive Statement: Emphasis will be placed on current events with stress placed on interpreting facts, distinguishing relationships, cause and effect, differentiating between fact and opinion, and evaluating for accuracy. Sources should include television, radio, newspapers, magazines, and eyewitness accounts.

7.8 **The student will demonstrate an understanding of the increasing interdependence of Virginia and the United States and the world.**
Descriptive Statement: An awareness of the role of technology, natural resources, social, political, and economic factors relative to an increasingly interdependent world will be developed.

7.9 **The student will participate effectively in group activities.**
Descriptive Statement: Emphasis will be on courteous behavior, respect for other opinions, polite listening, and participating in discussions.

7.10 **The student will research and chart stages of development that led to sectionalism.**
Descriptive Statement: Emphasis will be on territorial changes, westward expansion, economic growth, social and technological changes, slavery in the South, and industry in the North.

Social Studies
Standards of Learning Objectives

EIGHTH GRADE
(Citizenship Studies)

Program Description:

Citizenship studies includes content selected from law-focused, consumer, and career education. Political and economic decision-making, rights and responsibilities of citizenship, and the importance of participation of individuals in local, state, and national affairs are emphasized. International affairs are examined through the study of current events. Political and economic systems are compared to provide the student with basic knowledge of similarities and differences to our own system. Consolidation of skills previously developed continue and practice is provided in skill areas of personal finance, political participation, and other skills relating to the exercise of decision-making and practical citizenship. More indepth study of government and economics will continue at grade 12.

Objectives:

8.1 **The student will identify rights, responsibilities, and duties of individual citizens as listed in Virginia and United States historical documents.**
Descriptive Statement: Emphasis will be placed on the appreciation of others as unique individuals deserving of acceptance and respect. Our nation's commitment and progress towards this goal as demonstrated by the Bill of Rights and later amendments relating to individual civil liberties should be stressed. A focus on an active citizenry should emphasize one's responsibilities as a citizen.

8.2 **The student will demonstrate a basic understanding of the American legal, political, and economic systems.**
Descriptive Statement: The focus will be on understanding of right and wrong while acquiring a basic knowledge of criminal and civil law emphasizing the juvenile's relationship with the law. The development and significance of political parties and basic elements within our free enterprise system such as scarcity, personal and social decision-making, opportunity cost, human capital, and supply and demand should be stressed.

8.3 **The student will identify consumer rights and responsibilities.**
Descriptive Statement: Emphasis will be on creating an awareness of services offered by public and private consumer agencies, types of advertising, responsibilities involved in credit buying, contractual agreements, warranties, and guarantees.

8.4 **The student will identify the structure and function of local, state, and federal government.**
Descriptive Statement: Emphasis will be placed on the organization of governmental bodies (the branches of government) and their duties and responsibilities--local, state, and federal.

8.5 **The student will identify basic concepts of American and other political and economic systems.**
Descriptive Statement: Emphasis will be on the acquisition of a basic knowledge of key characteristics of other economic and political systems. Focus should include, but not be limited to, the basic ideas of democracy, monarchy, aristocracy, and dictatorship, and the fundamentals embodied in the economic theories of capitalism, socialism, and communism.

8.6 **The student will recognize the values, traditions, and/or attitudes of various cultural/ethnic groups in America.**
Descriptive Statement: Emphasis will be on the student's realization of the contributions, uniqueness, and worth of various groups as they attempt to blend into American society. Attention should be given to ways citizens influence governmental decisions, solve individual and group problems, adapt to social and economic changes, and the negative effects of stereotyping.

8.7 **The student will participate effectively in group activities.**
Descriptive Statement: Emphasis will be placed on developing interpersonal skills, stressing courtesy, and a respect for the dignity and worth of the individual. Students should be given the opportunity to assume different roles in group activity such as group leader, recorder, information giver, etc.

8.8 **The student will distinguish between fact and opinion, identify cause effect relationships, and draw conclusions.**
Descriptive Statement: A continued emphasis will be placed on the development of critical thinking skills relating to the student's ability to determine objectivity, draw inferences, and examine the cause for and impact of economic, political, and environmental decisions on the individual and society.

8.9 **The student will interpret and analyze political cartoons and maps, charts, graphs, forms, and diagrams.**
Descriptive Statement: Sources for this graphic information may include magazines, newspapers, and other printed material and media. Attention will be on gathering and interpreting information and correctly completing common forms such as income tax and social security forms.

8.10 **The student will use a variety of sources and approaches in research.**
Descriptive Statement: A focus will be on the influence of current events on our political, economic, and social systems. Clear distinction should be drawn between primary and secondary sources.

8.11 **The student will identify career opportunities.**
Descriptive Statement: The basic qualifications, salary, and other benefits for professions and other occupations will be examined. Emphasis should be placed on the use of classified advertisements, private agencies, and state commissions in locating employment opportunities.

Social Studies
Standards of Learning Objectives

NINTH GRADE
(World Geography)

Program Description:

This course provides the learner with an understanding of some of the major physical and cultural characteristics of the geographic (spatial) distribution of people, resources, and human activities. Content includes principles of political, economic, social, and cultural geography and a knowledge of the worldwide distribution of important features of the physical environment. Major interrelationships between cultural phenomena and the physical environment are studied. This course also examines the general characteristics of regions and subregions of the world, the identification of regional patterns and relationships, and the differences and similarities among peoples and their environments. A major skill emphasis is the consolidation and further development of map and globe skills, chart and graph interpretation, and thinking skills. The study of world problems should be initiated through the use of current events as depicted in the mass media.

Objectives:

9.1 **The student will use map and globe skills to solve problems.**
Descriptive Statement: Basic map and globe skills, previously introduced, will be reinforced. Map and globe reading emphasis will include measuring distance (scale), determining direction (cardinal and intermediate), citing location (latitude, longitude, and time zones), identifying shapes (map projections and distortions), and interpreting symbols.

9.2 **The student will interpret maps.**
Descriptive Statement: Emphasis will be on practical uses of maps and how they can be used to learn about continents, water bodies, political subdivisions, physical features, climate, population distribution, migration, resource flow, and other cultural phenomena.

9.3 **The student will construct and interpret maps, charts, graphs, and models to depict cultural and physical information.**
Descriptive Statement: The emphasis is on organizing and analyzing data in map, chart, graph, and model form. This will reinforce the student's understanding of geographic concepts studied such as population and resource distribution.

9.4 **The student will examine selected world cultures including such aspects as beliefs, religions, values, traditions, and institutions.**
Descriptive Statement: The emphasis is on citing the unique characteristics of other peoples such as race, language, religion, nationality, history, and/or customs and evaluating the contributions of others.

9.5 **The student will research and analyze geographical information using various reference materials and resources and communicate that information in both oral and written form.**
Descriptive Statement: In addition to the traditional library materials, resources within a community, such as interviews and field surveys will be used. Creative thinking and writing skills will be developed.

9.6 **The student will use critical thinking skills and geographic concepts to examine contemporary issues and events and project possible consequences.**
Descriptive Statement: Skills of data gathering, making inferences, setting up hypotheses, and drawing conclusions will be used by students to analyze media sources and predict future trends. The emphasis will be on making choices today which will create a high quality of life in the future.

9.7 **The student will explain selected general characteristics of regions of the world and investigate certain regional similarities and differences.**
Descriptive Statement: Emphasis will be on how geography has influenced the political, economic, physical, and/or cultural factors of a region.

9.8 **The student will describe reasons for and ways human beings have adapted to or altered their physical environments.**
Descriptive Statement: The focus will be on man's impact on environment as well as the environmental effect on lifestyle, and how environment can be utilized in a variety of ways depending on levels of technology and needs. Analysis of the availability and utilization of resources which foster adaptations to or modifications of a given environment should be included.

9.9 **The student will identify and evaluate the ways in which a peoples' technological level affects their perception of the resources they possess and the utilization and conservation of those resources in their communities, state , region, and world.**
Descriptive Statement: Emphasis will be on how technological development affects the environment, significance of unequal global distribution of resources, and the impact of utilization of resources on world economies, world politics, and international relations.

9.10 **The student will define and analyze the concept, "quality of life" taking into consideration the social and economic differences among people of the world.**
Descriptive Statement: The focus will be on examining life expectancy, nutrition, levels of technology, and other factors which affect the quality of life in diverse cultures.

9.11 **The student will identify patterns of change and development caused by human activity and/or natural forces.**
Descriptive Statement: A wide range of resources will be used to analyze the effects of national rivalries; international organizations and multi-national corporations; social, economic, and political policies; population migrations; and environmental impact.

9.12 **The student will work responsibly and effectively as an individual and in a group.**

Descriptive Statement: Emphasis is on completion of assigned work, meeting deadlines, self-discipline, cooperation, and respect for differing points of view.

Social Studies
Standards of Learning Objectives

TENTH GRADE
(World History)

Program Description:

The origin of Western Civilization and the impact of non-western civilizations upon the West and upon world cultures are the central themes of this course. Through a study of various cultures and their historical development, the course provides for a deeper understanding of contemporary global issues. Distinguishing characteristics found within each of the cultures studied are examined through literature, art, architecture, music, religion, and philosophy. Historical emphasis is placed upon such areas as comparative political, economic, and social systems. Contemporary emphasis is placed upon current crises, international relations, and the increasing interdependence of nations. Concepts and techniques employed by historians, archaeologists, and other social scientists are explored and practiced by students. Stressed throughout the course are such critical thinking skills as analysis and interpretation.

Objectives:

10.1 **The student will describe individuals, events, and characteristics of various historical periods.**
Descriptive Statement: Emphasis is on fostering an awareness of historical development, identifying significant people, explaining major events, and listing major characteristics of different historical periods.

10.2 **The student will compare and contrast past and present political systems.**
Descriptive Statement: Emphasis is on comparing monarchy, theocracy, democracy, and dictatorship in such areas as sources of political power and rights of the individual.

10.3 **The student will analyze the development and effects of various religious/moral beliefs.**
Descriptive Statement: Emphasis is on major characteristics of various religious/moral philosophies, the geographic origin of these beliefs, and their effects politically, socially, and economically.

10.4 **The student will identify major philosophers and explain the significance of their ideas in the development of world history.**
Descriptive Statement: Emphasis is on identifying major ideas that have influenced the course of world history. A study of philosophers such as Plato, Aristotle, Machiavelli, and Rousseau, and how their ideas have influenced subsequent events should be included.

10.5 **The student will explain how scientific and technological changes have made major impacts on society.**
Descriptive Statement: Emphasis is placed on analyzing the conditions existing before and after particular scientific or technological changes in order to evaluate the effect on lifestyles and institutions.

10.6 **The student will describe the socialization process of various cultures throughout history.**
Descriptive Statement: Emphasis is on comparing major societies' social systems for transmission of beliefs, values, ideas, customs, and other societal expectations.

10.7 **The student will compare and contrast past and present economic systems.**
Descriptive Statement: Emphasis will be on defining economic terms as supply, demand, resources, labor, and comparing major economic systems and identifying characteristics of each.

10.8 **The student will explain current world issues in terms of their historical development.**
Descriptive Statement: Emphasis is on identifying and analyzing cause and effect relationships in world history related to current events such as the Middle East conflict, and locating the countries under study on a world map.

10.9 **The student will identify the causes and effects of international conflict and means of resolution.**
Descriptive Statement: Emphasis is on explaining why international conflict occurs and how it affects subsequent events by an analysis of various wars, police actions, and revolutions. Evaluation of the effectiveness of international organizations on conflict resolution and proposing alternative means of conflict resolution should be included.

10.10 **The student will explain the evolution of interdependence among nations.**
Descriptive Statement: Emphasis is on the historical development and increasing need of each nation to rely on other nations in such areas as technological and scientific knowledge, natural resources, and conservation.

10.11 **The student will analyze media information depicting current events.**
Descriptive Statement: Emphasis is on identifying values, distinguishing between fact and opinion, determining points of view, and gathering data from charts, graphs, and political cartoons.

10.12 **The student will project possible future developments using current and historical data.**
Descriptive Statement: Emphasis is on the ability to use data to clarify issues, reach tentative conclusions, and make predictions concerning possible developments. (The student might investigate the history of world population growth, clarify the effects of over-population, suggest ways of dealing with population-related problems, and make predictions based on current data.)

10.13 **The student will identify and use the steps in problem-solving.**
Descriptive Statement: Emphasis is on the ability to use the following process: identify the problem, gather information, analyze the problem, identify alternative solutions, select the best solution, and reach tentative conclusions.

10.14 **The student will identify the aspects of physical geography which have affected nations.**
Descriptive Statement: Emphasis is on the use of maps (interpret symbols and measure distances), charts, graphs, and expository information to perceive the importance of physical geography in the development of world history.

ELEVENTH GRADE
(Virginia and United States History)

Program Description:

This course encompasses the development of American ideals and institutions through the study of major events, eras, and personalities of Virginia and United States history from the age of exploration to the modern era. The historical development of the Declaration of Independence, the Constitution of the United States, the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, and basic principles inherent in these documents are examined and related to everyday life.

The subject matter is more abstract and complex than that of grades four, five, and seven. The course provides a perspective on the relationship between the past and contemporary issues. The role that Virginia and Virginians played in the early development of America is emphasized as well as important events, personalities, and issues of modern Virginia and their relationship to United States and world affairs. Concepts and techniques employed by historians, economists, archaeologists, and other social scientists are explored and practiced by students; writing and thinking skills and skills in interpreting charts, graphs, and other symbols are further developed and refined.

Objectives:

11.1 **The student will describe the relationship of Virginia and American documents to democratic principles and the development of those principles.**
Descriptive Statement: The purpose is to stress the development of democratic ideals, both constitutional and philosophical, embodied in documents including the Mayflower Compact, the Virginia Declaration of Rights, the Declaration of Independence, the Constitution of the United States, the Emancipation Proclamation, and the Virginia Statute of Religious Freedom.

11.2 **The student will interpret cause and effect relationships.**
Descriptive Statement: A fundamental part of history is the study of factors and conditions preceding an event and the consequences of that event. This may include the relationship of inventions and new techniques to changes in social conditions, e.g., automobile-urban living, possible fuel depletion--alternative energy sources, and Civil War - social reorganization.

11.3 **The student will identify and analyze the impact of contributions made by ethnic and other groups in the development of American society.**
Descriptive Statement: The major focus will be on the roles minorities and women have played in the development of state and nation. Emphasis will be placed on the dignity and worth of all people.

11.4 **The student will show the ways that divergent viewpoints have influenced historical events and decisions.**
Descriptive Statement: Emphasis is on developing an awareness of alternative points of view and on the way differences helped to shape Virginia and United States history, e.g., how conflicting sectional values and attitudes contributed to the outbreak of the Civil War.

11.5 **The student will describe the impact of world events on American culture.**
Descriptive Statement: Emphasis is on the effect external factors have on the nation and its people.

11.6 **The student will describe the historical roles of Virginia and the United States in world affairs.**
Descriptive Statement: Focus will be on economic interdependence, isolation, world leadership, world trade, the United Nations, and the North Atlantic Treaty Organization.

11.7 **The student will define economic growth and decline and identify factors that contribute to economic cycles.**
Descriptive Statement: Emphasis will be placed on concepts such as inflation, depression, recession, productivity, and prosperity.

11.8 **The student will explain the relationship of economic cycles to political and historical events.**
Descriptive Statement: Emphasis is on the way that economic, political and historical events are interdependent, e.g., the Great Depression--Election of 1932 and World War II--rapid economic growth.

11.9 **The student will conduct research and present the results in an oral and/or written form.**
Descriptive Statement: Emphasis will be on collection, organization, analysis, interpretation, and synthesis of information from reliable primary and secondary sources. Assignments may range from a simple report to a research paper and could include oral presentations.

11.10 **The student will demonstrate, in oral and/or written form, a knowledge of physical geography and spatial relationships in the development of Virginia and the United States.**
Descriptive Statement: Emphasis will be on the improvement of map skills, study of territorial expansion, and the significance of physical barriers, natural resources, and transportation routes.

11.11 **The student will arrange events and historical periods in chronological order.**
Descriptive Statement: Emphasis is on sequential relationships of periods and events, not on memorization of dates.

11.12 **The student will identify individuals, events, and eras of Virginia and United States history and explain their influence on the state and nation.**
Descriptive Statement: Emphasis will be placed on outstanding figures and major events that have influenced the development of the state and nation both past and present.

TWELFTH GRADE
(Virginia and United States Government)

Program Description:

This course examines the basic structures of governments. The decision-making processes at the local, state, national, and international levels are emphasized. Powers inherent to each branch of government are examined through the study of the Constitution of the United States and its amendments and other historical documents, the State Constitution, and local governing bodies. Democratic values and citizen participation are stressed throughout the course. Student participation in the community should be encouraged.

American foreign policy is studied in the historical context in which it occurred and our governmental system is compared with other forms of government. Characteristics of the economic system of the United States are compared and contrasted to other economic systems and basic economic concepts, principles, and models are explored. Thinking, communication, and symbol interpretation skills continue to be refined, and concepts and methods employed by political scientists and economists are examined and practiced by students. School divisions are required to provide a unit of instruction on the free enterprise system as a part of this course.

Objectives:

12.1 **The student will participate in civic activities.**
Descriptive Statement: Focus will be placed on such activities as voter registration and voting in simulated and/or real elections, communications with public officials, attendance at public meetings, and involvement in civic activities.

12.2 **The student will demonstrate a rational approach to social science through the use of decision-making skills.**
Descriptive Statement: Emphasis is on the development of analytical and critical thinking skills. This includes the ability to identify and clarify issues, to ask appropriate and searching questions, and to analyze and evaluate the consequences of alternative solutions.

12.3 **The student will recognize the uniqueness, worth, and dignity of self and others through the use of interpersonal skills.**
Descriptive Statement: Emphasis will be placed upon the student's ability to work effectively with others as a group member, to give and receive constructive criticism, and to respect the rights and property of others. Activities will include citing examples and/or creating situations in which respect for others and self are demonstrated.

12.4 **The student will analyze the basic rights and responsibilities of American citizens and describe the historical evolution of the interpretation of these rights.**
Descriptive Statement: Focus is on a study of the Bill of Rights, emphasizing concepts of justice, equal protection, privacy, due process, property, and responsibility as they have evolved throughout our country's history.

12.5 **The student will explain the role of the executive, legislative, and judicial branches of government at the federal, state, and local levels.**
Descriptive Statement: Emphasis will be placed on the characteristics and functions of each branch of government and the interrelationships among the branches. A study of federalism also should be included.

12.6 **The student will explain the concept of separation of powers, including checks and balances, and its importance in a democratic system.**
Descriptive Statement: Emphasis should be placed on the interrelationships of the branches of government as they serve to check and balance the powers of each branch.

12.7 **The student will analyze the Virginia and the United States Constitutions, the documents which preceded their adoption, and the evolving interpretations of these documents.**
Descriptive Statement: Emphasis is placed on the interrelationships of these documents. Also, methods of amending both Constitutions will be stressed.

12.8 **The student will define free enterprise, identify its characteristics, and explain its operation.**
Descriptive Statement: The focus will be on individual freedom of choice, principles of supply and demand, how price is determined in the market, and the role of profit and capital. Emphasis should be placed on mixed economy and the impact of inflation, recession, and monetary policy. Interpretation of graphic information about the free enterprise system is an essential skill at this level.

12.9 **The student will compare and contrast economic and political systems.**
Descriptive Statement: This includes the definition of economics as a study of scarce resources relative to unlimited human wants. Emphasis will be on the use of the basic economic questions and how these questions are answered by tradition, command, market, and mixed economic systems. The comparison of political and economic systems will include studies of capitalism vs. communism, democracy vs. dictatorship, as well as other types of government which should be graphically represented with oral and/or written interpretations.

12.10 **The student will identify and analyze the factors affecting decision-making at all government levels in the United States.**
Descriptive Statement: Emphasis is on such factors as pressure groups, media, public opinion, individual characteristics of the decision-maker, monetary and fiscal policy, time, and international climate.

12.11 **The student will recognize the interdependence of nations by examining the impact of American foreign policy on another nation or nations, as well as the impact of another nation's policy on the United States.**
Descriptive Statement: Emphasis will be placed on selected historical and/or contemporary examples such as the Marshall Plan and the American involvement in the Arab-Israeli conflict. Other examples should be determined by the current state of affairs at the time of the lesson.

12.12 **The student will demonstrate data gathering skills.**
Descriptive Statement: Emphasis will be on locating information from a variety of primary and secondary sources. This also includes the skills to observe, compile, organize, interpret, and evaluate and communicate information both orally and in writing.

12.13 **The student will state characteristics and functions of United States political parties.**
Descriptive Statement: Focus is on such factors as structure, the nominating process, fund-raising, role of third parties, and informing the public.

APPENDIX

Social Studies Skills

Fundamental to the goals of social studies education are a variety of skills which help students connect knowledge with beliefs and action. Within the Standards of Learning Objectives for social studies those skills may be grouped into five major categories:

I. Map and Globe Skills

- A. Make Maps and Interpret Maps and Globes
  1. Make Maps
  2. Interpret maps and globes
  3. Make special purpose maps
  4. Compare maps and globes and draw inferences
- B. Direction
  1. Use compass rose to identify and use cardinal direction
  2. Identify and use intermediate direction
  3. Use latitude and longitude
  4. Use terms meridians and parallels to identify directions
- C. Location
  1. Locate areas on maps and globes
  2. Identify and locate continents, oceans, and other features
  3. Identify distortions in map projections
  4. Identify regional patterns around the globe
- D. Distance
  1. Measure distance using a scale
  2. Estimate distance using a scale

E. Symbols

1. Make/use simple map symbols
2. Identify color symbols on map/globe
3. Use map key and legend
4. Interpret map symbols

II. Chart/Graph - Picture/Cartoon Skills

1. Make and interpret charts/graphs, and other symbols
2. Identify values expressed in graphic data
3. Organize, analyze, synthesize information obtained from graphic data

III. Time/Date Skills

1. Sequence in chronological order
2. Make and use time lines
3. Make and use calendars
4. Use time zones
5. Use B.C./A.D.

IV. Study Skills

A. Locate information

1. Follow oral and written directions
2. Locate information from a variety of print and non-print sources
3. Use resource materials
4. Use library references and resources
5. Define and use social studies terms

B. Gather Information

1. Collect, organize, and record information
2. Write a coherent paragraph on a social studies topic
3. Write a letter expressing an opinion
4. Demonstrate ability to use reliable sources

C. Evaluate Information

1. Gather, categorize, and interpret information from a variety of print and non-print sources
2. Distinguish between important and unimportant information
3. Evaluate information for accuracy
4. Distinguish between primary and secondary sources
5. Distinguish between fact and opinion

V. Inquiry/Group Skills

A. Group Interaction

1. Participate effectively in a group
2. Make decisions
3. Select and defend positions
4. Differentiate between points of view

B. Problem Solving

1. Identify and analyze problems and suggest solutions
2. Draw conclusions and make generalizations about data
3. Identify cause/effect relationships
4. Identify ways to resolve conflict
5. Make decisions based on economic information
6. Make inferences and predictions based on data

C. Formation and Interpretation of Values

1. Identify value positions held by self and others

2. Prepare for effective participation in society